# Learner's Guide

# Early Intervention Teaming Tidbits

**UNIVERSALONLINE**
PART C EARLY INTERVENTION CURRICULUM

# Early Intervention Teaming Tidbits

The purpose of this Learner's Guide is to be a companion tool for facilitators supporting individuals completing the Universal Online Part C EI Curriculum *Teaming Tidbits*. The *Teaming Tidbits* provide challenges, scenarios, and resources to support quality teaming behaviors. Quality teaming was first introduced in the *Foundational Pillars of Early Intervention Modules*.

*Foundational Pillars of Early Intervention – Quality Teaming Behaviors*



***Teaming Tidbits***
**Understanding Team Purpose**
**Share Common Tasks and Understand Unique Roles**
**Help One Another Learn and Grow**
**Value and Respect One Another**
**Communicate Openly and Honestly**

# Teaming Tidbits Background

The Early Intervention Teaming Tidbits series are developed by an international workgroup that formed out of the Early Intervention-Early Childhood Professional Development Community of Practice (EI-EC-PD-CoP). Members of the workgroup have extensive experience developing and delivering early intervention training. These five modules are part of a Universal Online Part C Early Intervention Curriculum that may be used to support quality early intervention practices.

The Teaming Tidbits include five modules that cover topical areas related to quality teaming practices in early intervention. The Tidbits are available in two formats:

1) Self-paced asynchronous online format developed in Articulate; and 2) PowerPoint presentation with slide notes illustrating key aspects of the different Tidbits.

The information in these Tidbits are applicable to every Part C program. Trainers may choose to insert state specific information in the PowerPoint presentation or may want to use state specific information as extension activities. The Tidbits can be viewed by an individual or a group of participants. Although the Tidbits are designed to be viewed online, trainers may choose to use the PowerPoint without the recorded audio to present the modules in a face-to-face or webinar format using the slide notes.

The Tidbits and their content may be used without charge for instructional purposes but may not be used for commercial gain. Facilitators may choose to use all or part of the presentation.

Whether you choose to use all or part of the presentation, you must credit the work in the following manner:

**Early Intervention-Early Childhood Professional Development Community of Practice. (2020).**
      **Teaming Tidbits. Retrieved from: https://tinyurl.com/universalEITeamingTidbits**

Citation of the work should not suggest that the developers of the Universal Online Part C Early Intervention Curriculum endorse you or your use of the work.

# Learner's Guide Overview

This Learner's Guide is a tool to support early intervention personnel as they participate in training activities. The guide is intended to be used in conjunction with the online "Teaming Tidbit" modules. It is not a "stand alone" resource for distribution. It includes a general outline of content covered within each Tidbit, space to take notes as you follow along, "optional" reflection activities, "Learner's Guide" reflection activities, things to consider as it relates to teaming challenges presented, and additional resources and references.

| | |
|---|---|
| | General content and a place to take notes |
| | Optional reflective activity suggested in the Tidbit |
| Learner's Guide | Learner's Guide reflection activity |
| | Things to Consider |
| | Resources |

## Learner's Guide



**Teaming is important because...**

**Although we know it is important to work together as a team, it can be complicated. Why do you think teaming is complicated?**

**I have received or given support to help another team member grow and learn...**

**Teaming Challenge – Scenario 1:**

Marisa recently attended a professional development opportunity where she learned some new ideas and strategies that she wants to share, discuss, and apply with her team members. Unfortunately, her team members do not always set aside time for learning and growth opportunities and Marisa often finds herself without anyone to partner with as she tries new things.

In fact, she sometimes gets resistance from team members when she asks for help implementing a new strategy and finds herself stuck doing the same things, she has always done so she can be a team player. Sometimes this leaves her feeling conflicted because some of the things other team members are currently practicing don't appear to be aligned with evidence-based practices.

**Uh oh! Has this ever happened to you? What can or would you do to turn the challenge into an opportunity for you and your team to learn and grow?**

**Things to Consider:**
✔ A team that gets together to learn about new evidence-based practices, and shares their knowledge and skills, has a much better chance of providing effective interventions that meet the unique needs of individual children and their families.
✔ What do you know and what do you need to know?
✔ What do your team members know?
✔ How can you work together?

**Resources to Explore:** All resources for the Teaming Tidbits can be found here: https://tinyurl.com/EITeamingTidbitResources
• Teaming and Collaboration Checklist

**Teaming Challenge – Scenario 2:**

Sonjay is a service coordinator who has been partnering with Claudia and Jorge, the parents of Roberto since he entered early intervention. Sonjay has shared information about transitioning at age three every time they have met, starting at intake. The time has come for transition planning as Roberto approaches 30 months of age.

On this visit Sonjay reviews transition options, discusses potential risks to delaying the transition timelines, and the family has expressed that they are not interested in making the referral to a local education agency at this time. Sonjay is disappointed and not sure what else he can do. He feels the parents are struggling with the decision to proceed and is not sure how to help them grow and learn during this time of transition.

**Has this ever happened to you? What would you do if you were Sonjay? Are there other team members who might be involved? What did you do or say to turn the challenge into an opportunity for your team, including the family, to learn and grow through this process?**

**Things to Consider:**

✔ When team members, such as Roberto's parents, are not on the same page as the service coordinator or provider, there needs to be time to explore questions and concerns through a meeting or a conversation.
  • The purpose of this discussion would be to learn about the family's hopes and what can be done. This may take place through multiple encounters which is why transition planning is an ongoing process.

## References

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